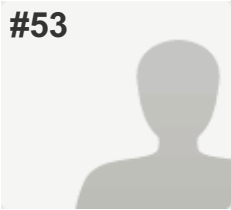


#53

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, May 02, 2016 10:21:48 AM**Last Modified:** Thursday, June 23, 2016 3:13:49 PM**Time Spent:** Over a month**IP Address:** 207.165.145.252

## PAGE 2

<b>Q1: Name of School District:</b>	Roland-Story CSD
<b>Q2: Name of Superintendent</b>	Mr. Matt Patton
<b>Q3: Person Completing this Report</b>	Michelle Soderstrum

## PAGE 3

**Q4: 1a. Local TLC Goal**

The district will support 100% of teacher entering the profession by providing access to a new Teacher Induction System in order to retain and train effective teachers.

**Q5: 1b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

During the 2015-2016 school year, the Roland-Story District hired five certified teachers. Of those five, four (80%) will be employed next year and one was not extended a contract as her position was a part-time, temporary one from the beginning. Two of the four new teachers are Career Teachers and did not take part in the Heartland Mentoring and Induction program. The other two completed the first year of the Heartland Mentoring and Induction program. Ten of twelve ( 83%) new teachers hired during the 2014-2015 school year completed their second year of mentoring with the Heartland Mentoring and Induction program. The learning coach in each building served as the mentor for the new teachers and received support from the model teachers at the grade level. Three of our seven (43%) second year hires at the elementary will leave the district. One is relocating to a district closer to his home community, the other two have secured positions out-of-state to be with fiancés. At the high school, three of our five (60%) second year hires will leave the district. One has secured a position in a larger district, one is leaving state with her husband, and the other was not extended a contract. The elementary has hired three Career teachers to replace the three leaving. The high school has hired three first-year teachers. The TLC team will implement the Journey to Excellence program for mentoring first and second year teachers. A Job Satisfaction survey given to new teachers by the superintendent indicated satisfaction with the support received. A survey administered by the Learning Coordinator indicated satisfaction with support received from the learning coaches. Logs kept by the Learning Coaches document time spent with mentees as well as activities. Of the TLC positions, only one model teacher was replaced. All other positions remain filled with original applicants. The TLC has played a large role in mentoring and induction of new staff, and as always, the entire staff and administrators do an excellent job of supporting new teachers.

**Q7: 2a. Local TLC Goal**

The Roland-Story District will designate 30 hours per building per week for teacher leaders and faculty to collaborate, plan with, and observe each other in classrooms in order to create complex conversations about learning involving local initiatives, like Multi-tiered Systems of Support, so each student can better grow at expected levels.

**Q8: 2b. To what extent has this goal been met?**

(no label)

Somewhat Met

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**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

A goal for the learning coaches this year was to increase the amount of time spent collaborating, planning with, and observing teachers. Results from the log kept by coaches reveal that this amount varied by building. At the elementary, 11.5% of time was engaged in coaching, while the rest was a combination of PLC/Teams, PD, Mentoring, Data, or other.

At the middle school, 11.1% of time was engaged in coaching, while the rest was a combination of PLC/Teams, PD, Mentoring, Data, or other. At the high school, 61.7% of time was engaged in coaching, while the rest was a combination of PLC/Teams, PD, Mentoring, Data, or other. At the elementary, schedules were arranged so that grade levels could meet for an hour each week in PLCs. The learning coach created collaboration logs for each grade that focused on the four big questions of PLCs:

What is it that we want students to learn or be able to do?

How will we know if they've learned it?

What will we do if students have not learned it?

What will we do for students who already know it/have mastered the standards?

At the high school, AIW teams met and kept 2015-2016 AIW minutes that were shared with the learning coach and administrator. Additionally, the high school learning coach coordinated two "observation" days for staff to rotate around the building and observe for best practices.

Staff at the high school and middle school have received IPI training. Walk-through schedules have been established for the 2016-2017 school year. Data collected will be used to guide discussions about engagement, support, and best practices.

A goal of all teaming is to keep discussions focused on the following: planning lessons, practicing lessons, debriefing lessons, organizing, analyzing and summarizing data to plan instruction, solving problems related to student learning, reading, reflecting, and sharing articles that support learning goals.

In October, a learning opportunity was provided by the AEA for the model teachers, coaches, and administrators.

Feedback from the Facilitation Class showed a desire for more opportunities to learn together and collaborate.

The TLC team participated in networking sessions provided by the AEA. Additionally, the team met weekly (minutes) to discuss and coordinate efforts.

A team of middle school model teachers, the learning coach, and administrator will attend the PLC Institute this summer in MN. The intent is to understand and implement PLCs at the middle level to increase collaboration and student achievement.

Nine elementary staff attended the Institute last summer, and eight staff from the elementary will attend the PLC Institute in Iowa in October.

Collaboration is a core value at Roland-Story. The PDAT team created a Collaboration Document that will be rolled out in the 2016-2017 school year. All teams will be expected to collaborate at a high level.

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**Q10: 3a. Local TLC Goal**

The Roland-School Board will adopt the local TLC plan, designating five levels of teacher participation and promoting and rewarding 25% of staff for effective teaching. The leadership positions will fulfill all state requirements through its rigorous hiring process and implementation.

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**Q11: 3b. To what extent has this goal been met?**

(no label)

Mostly Met

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**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The TLC plan has been fully adopted by the school board. Currently, eighteen of seventy-eight (23%) teachers are compensated beyond contract for effective teaching and leadership. Fourteen of the fifteen (93%) model teacher positions are filled. There is a model teacher position available at the fifth-grade level, but no qualified/interested applicants to date.

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**Q13: 4a. Local TLC Goal**

Teachers leaders will be integrated in each phase of the Iowa Professional Development Model and will assist in data collection, goal setting, training, collaboration, and evaluation in order to improve student achievement.

**Q14: 4b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The TLC team continues to become data-rich and data-informed in order to assist teachers in making informed decisions for increased student learning. At the start of the 2015-2016 school year, individual teacher professional development goals were shared with the learning coaches and TQ committee (the high school goals were shared only with the high school learning coach). Coaches assisted staff with their goals if requested. The TLC team created a "revised" Woodruff Scale. At a district PD day, the scale was shared with all staff with the expectation that they would become familiar with the purpose of coaching. Learning coaches set goals to engage in coaching cycles with staff. Data from the coaching log show that although the coaches engaged in different levels of the Woodruff Scale, true "coaching cycles" were few and far between. A goal for the 2016-2017 school year is to engage in more "heavy coaching" as defined by Joellen Killion. Although coaching did not comprise the majority of time in the elementary and middle schools-see coaching log, the Data/PD/PLC/Teams/Mentoring duties of the learning coaches was much appreciated and very beneficial according information gathered from an Implementation of Teacher Leadership survey. For the 2016-2017 school year, coaches will be embedded in individual professional development goals. At the building level, learning coaches helped plan and present professional development. A Building Level Team, comprised of Professional Development Advisory Team members, met monthly with the building coach and administrator to ensure that PD aligned with district and building-level goals. Staff are seeing a much tighter alignment among personal/building/district goals.

A very clear and strong connection between implementation of the TLC grant and increased student achievement has yet to be established. The SIAC report to the School Board shows overall growth in Reading, but not Science or Math:

	Reading	Math	Science
2015	83.7%	84.3%	87.1%
2016	84.3%	82.0%	86.7%

With an emphasis on "heavy" coaching for the 2016-2017 school year, we hope to see a stronger relationship between coaching and increased student learning/achievement and growth from good to great.

**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

**Q16: 5a. Local TLC Goal**

Teacher leaders will organize and implement the Authentic Intellectual Work skill called bundling. Each teacher will create four bundles a year and collaborate with complex discussions that reach the "strategic integration" and "focusing and adapting" levels in order to facilitate teacher change that improves individual student achievement. Teachers will improve bundles to insure a better alignment of outcomes, teaching strategies, assessments, and student learning.

**Q17: 5b. To what extent has this goal been met?**

(no label)

Somewhat Met

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The vision of the grant writing team focused heavily on the implementation of a strategy called “bundling” from work by Fred Newmann and Bruce King for their Authentic Intellectual Work (AIW). While the theory was good, the practice has been hard to implement. As the high school principal said, “Not a big fan of goal 5. While the intent is good the completion is brutal, if every teacher were to complete 4 bundles with collaboration on each portion they would have at least 12-16 hrs of collaboration for each individual, is that realistic? I think we stay with the concept that staff will continue collaboration refine instructional strategies and improve assessments, which will improve student achievement.”

The goal was not implemented at either the middle or elementary levels. There, the focus was on collaboration through either PLCs or teaming. At all buildings, teachers shared videos of their practice, or were observed by colleagues in order for conversations to reach higher levels, change teacher behavior, and improve student learning. Research by Wendy Robinson(2014) says teacher leaders are most effective at changing teacher behavior to improve student learning when conversations reach the “strategic integration” and “focusing and adapting” levels.

A goal for the learning coaches for the 2016-2017 school year is to complete more coaching cycles with staff and engage in the ongoing cycle of Identify-Learn-Improve.

<b>Q19: 6a. Local TLC Goal</b>	<i>Respondent skipped this question</i>
<b>Q20: 6b. To what extent has this goal been met?</b>	<i>Respondent skipped this question</i>
<b>Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)</b>	<i>Respondent skipped this question</i>

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**Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

Our leadership team will be scrutinizing our goals and making sure they are realistically attainable. We are working to create measures of goals that more accurately reflect the "spirit" of the goal. The district PDAT team is not involved in reviewing all data and goals as stated in the grant. This will be changing as well.

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

In the second year of implementation, we are beginning to recognize the valuable role that the TLC grant is playing in our district. Professional development at all buildings is becoming much more responsive, job-embedded, and just-in-time. With clear communication between coaches, model teachers, and administrators, the needs of teachers are being heard and met. All coaches, along with a building level team and administrator, plan and present PD.

The tighter alignment between personal PD, building-level PD and district PD has allowed the leadership team to recognize and extend PD opportunities for staff.

Staff are becoming more receptive to opening up their classrooms for observation and coaching. At the high school, there is growing movement of staff working cross-curricular with each other. The high school held a J-term this year, which would not have been possible without the coordinating efforts of the learning coach in the building. At the elementary level, the coach has become integral in the PLC process and data collection.

The following comments from a staff survey reflect the positive impact that TLC and coaching are having on the district: "The biggest thing is to have someone to have meaningful conversations with about any of the aspects of instruction and life in the classroom. It is necessary for her to be in my room when needed for this, but sometimes just the conversations between 2 teachers focusing their thoughts and ideas on a single issue that has become important is so very helpful. I think I am on track with the big things in my classroom, but sometimes it is the small things that can make the difference I am looking for."

## Impact of TLC Plan - 2015-2016

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.